

HDCN : Counseling Diverse Communities

Fall 2014

Tuesdays: 10-2:15

Prof Satz

msatz@smu.edu

**Office Hours: 9-10
& by appt.**

Required Reading:

Alvord, *Scalpel and the Silver Bear*

Grande, *The Distance Between Us*

Grealy, *Autobiography of a Face*

Sarton, *As We Are Now*

Sue & Sue, *Counseling the Culturally Diverse: Theory and Practice, Sixth Edition*

Course Requirements:

Class Participation 25%

Mid-term 12.5%

Final 12.5%

Initial Cultural Memoir 12.5%

Revised Cultural Memoir 12.5%

Plan for Improved Cultural Competence 12.5%

Analysis and Treatment Plan for Literary Character 12.5%

Information:

1. Students should retain a copy of all papers submitted until the end of the semester. All papers are due on the day designated during class time. Papers will be penalized one letter grade every class day from the date the paper is due. Extensions will be decided on a case by case basis. Your instructor considers herself humane and empathetic but not gullible.

2. Students may avoid a late penalty by submitting their papers before the deadline electronically. **However, they are required to submit a hard copy on the next class day.**

Statement of Class Decorum: Respect for the participants is the cardinal governing rule for all elements in this class. Please attend to the activities and discussions at all times and eliminate

disruptions (e.g, cell phones, external reading material, websurfing). Please respect both your instructor and colleagues by attending to what they say and not indicate disdain with inattention, remarks, or body language. However, vigorous disagreement is encouraged. Because arriving to class late and leaving class early is disruptive, please try to observe the time constraints of the class. If circumstances in your life necessitate your deviating from the class schedule, please, if possible let the instructor know. Students may reveal experiences and material they do not want shared. Please keep the confidentiality of your classmates.

Learning Objectives:

Students can

- 1) Describe multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally (CACREP II.G.2.a)

Measurable outcome: Will demonstrate their understanding through their performance on mid-term, final, their plan for improved cultural competence, and their analysis and treatment of a literary character.

- 2) Identify attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients (CACREP II.G.2.b).

Measurable outcome: Will demonstrate their understanding through their cultural memoir, revised cultural memoir, and plan for improved cultural competence

- 3) Recognize theories of multicultural counseling, identity development, and social justice (CACREP II.G.2.c)

Measurable outcome: Will demonstrate their understanding through performance on mid-term, final, and plan for improved cultural competence.

- 4) Conceptualize individual, couple, family, group, and community strategies for working and advocating for diverse populations, including multicultural competencies (CACREP II.G.2.d)

Measurable outcome: Will demonstrate their understanding through performance on the mid-term, final, and plan for improved cultural competence.

- 5) Understand counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body (CACREP II.G.2.e)

Measurable outcome: Will demonstrate their understanding through performance on the mid-term, final, cultural memoir, revised cultural memoir, and, and plan for improved cultural competence.

6) Understand counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

Measurable outcome: Will demonstrate their understanding through cultural memoir, revised cultural memoir, and, and plan for improved cultural competence.

Course Schedule:

I) Introduction, Cultural Diversity and Its Implications for Counseling, An Examination of Self

August 5 Introduction; Questionnaire; Hurston, "How It Feels to Be Colored Me"; Williams, "Death of the Profane"; White Privilege; excerpt from Cisneros

II) Therapy and Bias, Cultural Relativism, Community-Based Counseling

August 12

Sue, Chapt. 1-3; 6; 10; 15;

Alvord, *The Scalpel and the Silver Bear*

Cultural Memoir Due: "How I Came to Be X,Y, Z"

III) Counseling of Immigrants and Hispanics

August 19

Sue- Chapt. 17, 21

Grande, *The Distance Between Us*; excerpts from *House on Mango Street (Blackboard)*; Discussions of Cultural Memoirs

IV) Counseling of LGBT Community; Counseling Older Adults

August 26

Plan for Improved Cultural Competence Due: Sue- Chapt. 22; "Gay and Lesbian Couples in Therapy: Minority Stress, Relational Ambiguity, and Families of Choice" (on Blackboard); Guest Lecture; Sue- Chapt. 23 *As We Are Now*

V) Looking Inward; Counseling Individuals of Multiracial Descent

September 2

Mid-term; Short Reports on Works in Progress; Sue- Chs. 11-12; excerpts from *Black, White and Jewish* (blackboard) ; ‘A Witch with Limited Powers’ (Blackboard)

VI) Counseling Muslims; Counseling Asian-Americans

September 9

Due: Sue-Chapter 19; Guest Lecture, “Who’s Irish?” (Blackboard)

VII) Counseling African Americans; Counseling the Disabled

September 16

Revised Cultural Memoirs Due ; *Thomas and Hill: Public Hearing, Private Pain ;* Morrison, “Recitatif” “Teleology on the Rocks” (Blackboard); *Autobiography of a Face; Shakespeare,*” Social Model of Disability

September 23

Kent, “Somewhere a Mockingbird”; *Sound and Fury (movie)*; “Planet Autism”

Reports on Literary Analysis

September 30

Reports on Literary Analysis

October 7

Final

Important General Information:

Grade	Performance Description	Range	GPA	Points
A	Exceptional	93 – 100	4.0	12.0
A-	High Pass	90 – 92	3.7	11.1
B+		87 – 89	3.3	9.9
B	Pass	83 – 86	3.0	9.0
B-		80 – 82	2.7	8.1

C+	Failure, any C or below	77 – 79	2.3	6.9
C		73 – 76	2.0	6.0
C-		70 – 72	1.7	5.1
D+		67 – 69	1.3	3.9
D		63 – 66	1.0	3.0
D-		60 – 62	0.7	2.1
F		59 _≥	0.0	0.0

Grade of Incomplete

A student may receive a grade of I (Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of I is given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of I will be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.

If the student's work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

For graduate students, a maximum of two (six hours) concurrently held grades of Incomplete in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

Absences: If you are absent, it is your responsibility to contact a classmate or your instructor in case we have adjustments in our schedule.

Disability Accommodations: Students needing academic accommodations for a disability must first contact Disability Accommodations & Success Strategies (DASS) at 214-768-1470 or <http://www.smu.edu/Provost/ALEC/DASS> to verify the disability and to establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4; an attachment describes the DASS procedures and relocated office.)

Religious observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester,

and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See university Policy No. 1.9)

Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled university extracurricular activity will be given the opportunity to make up class assignments or other graded assignments missed as result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)

Statement on Confidentiality and Emotional Safety: In order to provide a safe learning environment for students in the class and to protect the confidentiality of practice clients and class members, students will discuss case material and other's personal information, reactions, etc. only while in class or privately with other current class members. Although the nature of the counseling program invites and expects students to confront themselves in order to maximize personal growth, each student is ultimately responsible for what he or she chooses to share in class, knowing that he or she has the right to pass on any activity or discussion that seems too personal. It is also the responsibility of each class member to treat classmates with respect and integrity, thus providing emotional safety for each other during class activities. All students in the Counseling Department will demonstrate behavior that is consistent with the Ethical Standards forwarded by the APA and ACA in their code of ethics. Failure to do so can result in termination from the Department.

Statement on Class Decorum: Please turn off (or set on vibrate) all cell phones or pagers. Please do not read newspapers, books for other classes, or other outside reading material during class, nor use laptops for non-class related activities during class. Walking into class late is disruptive, as is leaving early, so please avoid this whenever possible. If you have to leave early, make arrangements before class begins, and then when you leave, do so quietly. Professional respect and courtesy for your fellow students is expected at all times.

Statement on Academic Integrity: Students are reminded of the SMU Honor Code as referenced in the Student Handbook. Intellectual integrity and academic honesty are both the foundation and the goals for this program. Please reference and review the university policies on the responsibilities, policies, and penalties regarding academic honesty found at:

http://www.smu.edu/studentlife/PCL_05_HC.asp

Statement on APA Guidelines:

Students are expected to have a high degree of familiarity with the APA manual and its requirements. Plagiarism is plagiarism, whether intentional or unintentional. To avoid plagiarism, follow guidelines in the current edition of the *APA Publication Manual*. Some general guidelines from the 2001 5th edition include:

- Always cite the source of a quote or paraphrase (pp. 120 & 349)
- When quoting:
 - o Copy the original material word-for-word (p. 117)

- If a quotation is less than 40 words, place quotation marks around it; if it is 40 or more words, indent the quote as a block. Double space all text (p. 117)
- Follow the conclusion of a quotation immediately with the citation of author(s), year of publication – or year of creation if original material is unpublished, and page number(s) (p. 120)
- When paraphrasing:
 - Restate concepts in *substantially different words* than the original material (p. 349)
 - Immediately after paraphrased material, cite author(s), year, and, whenever possible, page number(s) (pp. 121 & 349)
 - In addition, according to Pan (2003), if paraphrased material extends to multiple paragraphs, be sure to cite the source in *each* paragraph (pp. 61-62).
- The term ‘plagiarism’ includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. A faculty member can assign specific penalties. Penalties can include reducing or changing a grade or issuing a failing grade for an assignment/test or for the entire course and/or expulsion from the academic program and the university. A student penalized for academic misconduct has the right of appeal. SMU counseling program students should be prepared to submit papers and other written work electronically so that the instructor can use anti-plagiarism software to validate the originality of the student’s work. Students also have access to these plagiarism prevention tools and are strongly encouraged to utilize these resources.

Statement on Attendance:

- Instructors should be given 24 hours’ notice of any absence whenever possible
- If a student must miss one class, it is the student’s responsibility to contact a classmate to get all material and assignments covered during their absence.
- A student’s final grade will be affected if two absences occur.
- A student missing more than two classes may, at the instructor’s discretion:
 - receive a grade of Incomplete if the requirements to do so have been met (see the policy on Grades of Incomplete contained in this syllabus)

- receive a failing grade for the course
- drop or withdraw from the course. (This option may have a financial and/or financial aid impact. Student should refer to the Add/Drop Policy and the Withdrawal Policy for the Counseling program which can be found at <http://www.smu.edu/Simmons/AreasOfStudy/DRC/C/Counseling/AcademicCalendar14-15> then consult with the Assistant Director if they believe this option is a possibility.)

Appendix: Rubrics for Evaluative Components

PARTICIPATION RUBRIC

Participation: Participation is measured by quality as well as quantity. Thoughtful questions can be as significant and meaningful as statements. Students should notify the instructor within the first two weeks of the term if issues hinder participation (e.g., need for ADA accommodation, extreme shyness, cultural considerations, etc.) – such issues will not negatively affect the participation grade.

- A Participates actively, thoughtfully, and insightfully with knowledge of the written material due for that session and encourages the participation of peers
- B Participates consistently with less degree of insight, thought, and preparation than A level participation.
- C Participates inconsistently (abstains from participation or must be persuaded to participate on more than 2 occasions) with gaps in thought and preparation.

Initial Cultural Memoir

Depth of Thought and Analysis – 50%

- A Paper is candid and thoughtful, cognizant of the principles under consideration. Paper is constructed in a logical and coherent fashion. Paper is not content to remain at a superficial level.
- B Paper is less candid and thoughtful than A-level and less cognizant of principles under consideration. Paper veers into the superficial
- C Paper is superficial and not cognizant of principles under consideration.

Thoroughness – 30%

- A Paper discusses all the areas under consideration with numerous and varied instances.
- B Paper neglects some aspects of personal construction
- C Paper describes person in only one dimension.

Clarity of Writing and Mechanics -30%

- A Writing is crisp, clear, and succinct. No spelling, grammar, or punctuation errors are made.
- B Unnecessary words and ambiguous statements are made. Meaning is unclear in parts of the paper. Some spelling and grammar errors are made.
- C It is hard to know what the writer is trying to express. Writing is convoluted. Misspelling words, incorrect grammar, and improper punctuation are frequent.

Revised Cultural Memoir

Depth of Thought, Analysis, and Knowledge – 50%

- A Paper gives evidence that student has learned from principles under discussion. Paper is candid, thoughtful, and introspective. Paper is constructed in a logical and coherent fashion. Paper is not content to remain at a superficial level.
- B Paper gives less evidence than A paper that student has learned from principles under discussion. Paper is less candid, thoughtful, and introspective than A-level and less cognizant of principles under consideration. Paper veers into the superficial
- C Paper is superficial and not cognizant of principles under consideration.

Thoroughness – 30%

- A Paper discusses all the areas under consideration with numerous and varied instances.
- B Paper neglects some aspects of personal construction
- C Paper describes person in only one dimension.

Clarity of Writing and Mechanics -30%

- A Writing is crisp, clear, and succinct. No spelling, grammar, or punctuation errors are made.
- B Unnecessary words and ambiguous statements are made. Meaning is unclear in parts of the paper. Some spelling and grammar errors are made.
- C It is hard to know what the writer is trying to express. Writing is convoluted. Misspelling words, incorrect grammar, and improper punctuation are frequent.

Plan for Improved Cultural Competence

Depth of Thought, Analysis, and Knowledge – 50%

- A Paper is thoughtful concerning the principles under discussion in classroom and is able to synthesize them with student's own experiences.
- B Paper demonstrates limited understanding of principles under discussion in classroom and limited ability to synthesize them with student's own experiences.
- C) Paper demonstrates lack of understanding of principles under discussion and inability to synthesize them with student's own experiences.

Thoroughness – 30%

- A Paper discusses all the principles under consideration and provides myriad solutions.
- B Paper neglects some principles under consideration and provides limited solutions.
- C Paper gives evidence of lack of understanding of principles involved and an inability to provide solutions. .

Clarity of Writing and Mechanics -30%

- A Writing is crisp, clear, and succinct. No spelling, grammar, or punctuation errors are made.
- B Unnecessary words and ambiguous statements are made. Meaning is unclear in parts of the paper. Some spelling and grammar errors are made.
- C It is hard to know what the writer is trying to express. Writing is convoluted. Misspelling words, incorrect grammar, and improper punctuation are frequent.

Analysis and Treatment Plan for Literary Character

Depth of Thought, Analysis, and Knowledge – 50%

- A Paper gives evidence of knowledge and interpretation of the literary work. Paper gives evidence of knowledge of the cultural group under consideration. Paper gives evidence of nuanced thought about the cultural conditions affect treatment and treatment plan
- B Paper gives evidence of limited knowledge and interpretation of the literary work. Paper gives limited evidence of knowledge of the cultural group under consideration. Paper gives limited evidence of nuanced thought about the cultural conditions affect treatment and treatment plan

C Paper gives evidence of lack of knowledge and interpretation of the literary work. Paper gives lack of evidence of knowledge of the cultural group under consideration. Paper gives lack of evidence of nuanced thought about the cultural conditions affect treatment and treatment plan

Thoroughness – 30%

A Paper includes all or nearly all the factors involved and methods of dealing with those factors.

B Paper neglects some of the factors involved and methods of dealing with those factors.

C Paper gives evidence of lack of understanding of the factors involved and methods of dealing with those factors.

Clarity of Writing and Mechanics -30%

A Writing is crisp, clear, and succinct. No spelling, grammar, or punctuation errors are made.

B Unnecessary words and ambiguous statements are made. Meaning is unclear in parts of the paper. Some spelling and grammar errors are made.

C It is hard to know what the writer is trying to express. Writing is convoluted. Misspelling words, incorrect grammar, and improper punctuation are frequent